

Introduction

This document this should be read in conjunction with the Early Years Foundation Stage (EYFS) Policy. The EYFS curriculum has been designed to provide positive and stimulating learning and development experiences that reflect the needs and strengths of all the pupils of reception age.

Planning

Planning in the EYFS encompasses the seven areas of Learning and Development. These are:

- 3 Prime Areas of Learning and Development
- 4 Specific Areas of Learning and Development
- 17 Aspects

In a special school setting, our pupils have access to a range of specialist resources, teaching and interventions or approaches which encompass the areas of learning and development.

Curriculum Opportunities	Areas of Learning and Development EYFS
Picture Exchange Communication System (PECS) Makaton symbols and signs TEACCH Symbol support (photographs, pictures & symbols)	All areas
Movement & Developmental Dance	Physical Development
Visits	Personal, Social and Emotional Development
	Understanding the world
	Expressive Arts and Design
	Physical Development
	Communication and Language
Music sessions	Expressive Arts and Design
Play skills are taught in through child led	Expressive Arts and Design

activity time and adult led planned PSHE sessions.	Communication and Language
	Physical Development
Sensory room	All areas
Input from a and collaboration with range of therapy services (SALT, OT, Art, therapeutic teaching)	Personal, Social and Emotional
	Physical Development
	Communication and Language
Local trips Beach School Forest School	Physical Development
	Personal, Social and Emotional Development

Long Term Planning - Yearly Overviews

The academic year is divided into six half terms.

Medium Term Planning

Medium term plans include coverage for the EYFS, with suggested activities and cross-curricular links. These plans include;

- EYFS coverage
- Tapestry age band coverage
- Suggested activities
- Resources
- Texts
- Cross curricular links

Short Term Planning - Daily Plans (Focus Work)

Plans contain whole class activities, learning intentions, highly differentiated activities for individuals/groups, cross referencing to other curriculum areas & Spiritual, Moral, Social & Cultural (SMSC) aspects. Assessment is incorporated and integral to planning as assessments directly inform future planning. A process of planning, assessment and re-planning is established. Practitioners can then respond effectively to individual pupils' needs.

Child-Led Play Planning

Child-Led Play Planning sets out the resources to be used in the different areas in the classroom. Resources are carefully planned taking into account pupil's interests, and resources are limited to support the children to develop both functional and imaginative play in school. Many of our pupils can become overwhelmed if they are

exposed to too many resources and activities. Also some of our pupil's need directing in their play to reduce repetitive or obsessive behaviours. Planning can be adapted to reflect the pupil's interests and responses to activities.

Outside area

The permanent outside play equipment provides a range of gradients and textures for exploration. The climbing apparatus and other larger equipment such as the scooters support gross motor skill development and promote risky play. Children can also have access to the larger playground offering a variety of play experiences. The resources in the playground are planned for and changed each day to ensure a wide range of play opportunities are available across the week. Children have support from adults and interact with other children during playtimes to learn how to use the equipment.

The children also access Forest School and Beach School.

Assessment

Assessment in Oxford and Cambridge classes takes several forms.

Tapestry / Westhaven assessment system

Pupils in the EYFS and KS1 are baselined on entry to school (within the first 5-6 weeks) and recorded using Tapestry. As the children move through their Reception year and into Year 1, they can use the EYFS framework if this is the best fit or move onto being assessed against the PScals / National Curriculum requirements. They may also be placed onto our Westhaven Learning Ladder assessment system.

All seventeen aspects of Learning and Development are recorded against statements for each age band. On-going assessments are made and data collected throughout the year. Progress data is used to make adjustments to planning and to inform development in the younger classes at Westhaven.

EY Baseline

A baseline assessment tool is used to record pupils on entry levels.

On-going assessments

All focus work is recorded in the pupils' individual books for Literacy and mathematics.

Staff members record their observations and assessments. Pupils also have a learning journal on Tapestry that records their experiences, activities, wow moments and trips. Staff record observations and use photographs to evidence learning.

Communication and Language

Pupils' communication and language skills are assessed through informal observations and child initiated play as well as through planned tasks. The SCERTS

approach is used to support development in social communication, social interaction and emotional regulation. Other approaches used to support communication and language may include:

- Picture Exchange Communication System (PECS)
- Makaton
- Colourful Semantics
- Visual supports

Gross and Fine Motor Skill Learning and Development

All pupils' pre-handwriting / handwriting skills are assessed through child led and adult led activities and tasks. Observations identify the needs of the children and one of the following interventions may be implemented:

- Fine Motor Skills programmes are used to support the development of pre-handwriting skills
- Handwriting-Without-Tears programme
- Access to Occupational Therapy (OT). Their support varies for each referred child.
- PE is used to develop gross motor skills
- Outdoor learning
- Movement & Dance Programmes

Benchmark Reading Assessment

Benchmark reading assessments are carried out for pupils who are able to access the test, on entry and at the end of the year. For pupils who are unable to access the test a reading behaviour analysis is conducted

Recording and feedback

The EYFS and KS1 classes follow the whole school feedback policy and agreed marking codes.

Classroom organisation

Staffing and organisation of the day

A weekly timetable allocates each member of staff to specific duties and groups of children to work with.

Play

Learning is through play; both free play or adult led play.

Play is developed and supported by adults.

Outside area

During outside play times, pupils are given the opportunity to play independently and are supported where necessary. Pupils at Westhaven often need a high level of direction and support from staff but we are mindful to give pupils time to express themselves freely.

Communication, social interaction and emotional regulation

Ethos

Development in pupils' language and communication skills is key in helping pupils develop social interaction and to regulate their emotions. A range of transactional supports are used and may include Makaton signing and symbols, Visual symbols support, Picture Exchange Communication System (PECS), choice boards and Attention Autism (shared attention activities).

For some pupils' Positive Handling Plans (PHP) may be written outlining strategies to best support emotional regulation.

Home – school links

Partnership between home and school is developed through:

- Home visits the in the Summer Term prior to starting Reception
- Transition photo books for every pupil
- Parent/carers meetings / coffee mornings in the Autumn Term on settling into school and an outline of the curriculum
- Parent evenings
- Annual Reviews of the EHCP
- Bi-termly class newsletters

- Weekly class letters
- Wow – card for parents/carers to complete and send into school
- End of term achievement certificates
- Weekly Praise Certificates
- Individual support from Westhaven's parent and family support workers
- Support from Speech and Language Therapy, Occupational Therapy
- End of year report